

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 15, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	<small>Place date stamp here.</small> 2016 NOV -7 PM 1:26
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Fort Worth ISD	220905		
Vendor ID #	ESC Region #	DUNS #	
1-756001613-5	XI	073177776	
Mailing address	City	State	ZIP Code
100 N. University Dr	Fort Worth	TX	76107-

Primary Contact

First name	M.I.	Last name	Title
Tracy	L	Marshall	Exec Director
Telephone #	Email address		FAX #
817-814-2281	tracy.marshall@fwisd.org		817-814-2285

Secondary Contact

First name	M.I.	Last name	Title
Patricia	L	Rangel	Exec. Director
Telephone #	Email address		FAX #
817-814-2453	patricia.rangel@fwisd.org		817-814-2455

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kent	P.	Scribner	Superintendent
Telephone #	Email address		FAX #
817-814-2281	tracy.marshall@fwisd.org		818-814-2285

Signature (blue ink preferred)

Date signed

11/1/16

Only the legally responsible party may sign this application.

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 15, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Marnie Glaser. marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Fort Worth ISD	220905		
Vendor ID #	ESC Region #		DUNS #
1-756001613-5	XI		073177776
Mailing address	City	State	ZIP Code
100 N. University Dr	Fort Worth	TX	76107-

Primary Contact

First name	M.I.	Last name	Title
Tracy	L	Marshall	Exec Director
Telephone #	Email address		FAX #
817-814-2281	tracy.marshall@fwisd.org		817-814-2285

Secondary Contact

First name	M.I.	Last name	Title
Patricia	L	Rangel	Exec. Director
Telephone #	Email address		FAX #
817-814-2453	patricia.rangel@fwisd.org		817-814-2455

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kent	P.	Scribner	Superintendent
Telephone #	Email address		FAX #
817-814-2281	tracy.marshall@fwisd.org		818-814-2285
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately; in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr. old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy (ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only	
Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Based on local research, Fort Worth ISD in partnership with local child care providers, proposes to:

- Develop public/private partnerships between child care programs and FWISD by collaborating with at least seven (7) Texas Rising Star (TRS) 4-Star child care providers as well as outreach to additional TRS 3- and 2-Star centers operating in FWISD's geographical area.
- Increase offerings for professional development, mentoring and coaching for child care directors, owners and staff in the areas of business management, child and program assessment, program delivery and family engagement by June 30, 2018.
- Discuss and coordinate wrap around care options including before and after school care for students attending targeted Fort Worth ISD PreK programs during the regular school day.
- Improve communication between FWISD and child care providers regarding PreK expansion and establish contracts with up to seven (7) TRS 4 private child care providers by June 30, 2018 to expand access and service delivery models for the provision of 3 and 4 year old PreK.
- Improve outreach and support to parents and caregivers of PreK children as evidenced by increased enrollment in existing preK programs. Support smooth transitions to kindergarten for PreK children and families.

80% of child care centers reported a strong to moderate impact on their financial stability due to FWISD's expansion to Universal PreK (UPK) paid with funds raised in a recent bond election. 80% of survey participants experienced some enrollment losses as result of FWISD PreK with 19% of child care providers reporting they are likely to close. To address the adverse impact of the unintended consequences of UPK in FWISD, the district is proposing to use the funds from this grant project to develop tighter alignment and systems with the local child care center community. In coordination with the Early Learning Alliance (ELA) and FWISD leadership, the grant management team will create plans to pass on needed funds to these private entities in order to help sustain their businesses and support small business owners in the community.

At an October, 2016, FWISD Board of Trustee meeting, the board approved for FWISD staff to pursue the designation of a **District of Innovation** to provide for more operational flexibility and agility to address local educational issues like UPK. The District will supplement, and not supplant state mandates, State Board of Education rules, and activities conducted with state or local funds. In addition, this application does not contain any information protected by FERPA. The District agrees to provide curriculum and progress monitoring tools for PreK students in the private child care setting as well as shared professional development not limited to but including **CLASS** in order to monitor and improve teacher instruction and student outcomes.

Collaboration and Partnership is Tantamount: This proposal includes seven (7) **Letters of Intent** with TRS 4- Star private providers, each signed with identified levels of performance. The letters of intent (Attachment A) are from:

1. Magical Moments Daycare Center
2. B.T. Williams Child Development Center
3. Lena Pope Early Learning Center
4. Rosie K. Mauk Child Development Center
5. KinderCare Early Learning Center on Marguita Drive
6. KinderCare Early Learning Center on Westcreek Drive
7. Sunrise Early Learning and Development Center

The PreK Partnership and Planning Management Team will work together to develop a sustainability plan for continuation and expansion of partnership after the grant period ends. FWISD will evaluate student outcomes and will use results from required state assessment (currently using Smarty Ants) to determine Kindergarten Readiness. FWISD agrees to implement the compliance and monitoring tool provided by TEA **a minimum of two times a year** to assist with monitoring private providers for compliance and identification of effective practices.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

FORT WORTH ISD

KEY STRATEGIC GOALS

priorities for the future

Increase Student Achievement

PRIORITIES

Pre-K Collective Impact Expansion of Pre-K Classes	100K25 FWISD Early Literacy Achieve 3000 Lexile +200 Pts Each Year Increased Small Group Guided Reading Increased Time for Literacy
Middle School Math Algebra Readiness Align Focus of Instruction	College & Career Go Centers Career Cruising CCR Coaches Career Expo Programs of Choice

FWISD INSTRUCTIONAL MODEL

SUPPORTING GOALS

Improve Operational Effectiveness	Enhance Family & Community Engagement	Develop a Student & Customer Centered Workforce
---	---	---

Community Support and Engagement is Key: The PreK Partnership Planning grant application fits "hand in glove" with the key strategic goals and priorities of the Fort Worth ISD under the leadership of the superintendent, Kent P. Scribner (see graphic identifying PreK as Priority 1). Among top concerns is that **too many kindergarten students show up for class not knowing their numbers, colors or how to work in groups**, Scribner has said. For example, while 80 percent of Fort Worth's 4-year-olds attend preschool, 50 percent of them are not kindergarten-ready, Scribner said. "Our goal at the city is raise awareness," Fort Worth Mayor Betsy Price said. "Every program we touch will have a literacy component. Schools can't do this alone. It's daunting, but this is a city that very much has a can-do spirit."

Scribner described it as a communitywide effort that takes ownership of the problem starting at the earliest possible age. The initiative is the latest community endeavor to put the focus on young children and the socio-economic barriers they face. Earlier this year, the North Texas Community Foundation in partnership with Children at Risk and Child Care Associates issued a report detailing the conditions facing Tarrant County's more than 500,000 children (See needs assessment section for details).

Grant funds will be used to hire a full-time **Project Director** and **Professional Development Coordinator** to provide capacity to plan and implement a partnership model for FWISD and private TRS 4-Star child care providers in order to expand access and service delivery models for the provision of 3 and 4 year old PreK early learners in FWISD's geographical area and will engage with representative from the Early Learning Alliance (ELA) committee to establish a formal and effective process to share knowledge and skills with the early education community.

The Director and Coordinator will work to identify partners and formulate agreements with TRS 4-Star child care centers; considering disparities in child outcomes and areas of greatest need for high quality PreK experiences working closely with Child Care Management Services, which supports TRS providers in the child care subsidy system in Tarrant County. In addition, grant-funded staff will partner with child care centers to develop administrative and financial management skills and to develop and hire qualified staff. Staff will coordinate the professional development for FWISD and community child care center staff, including PreK guidelines, use of assessment and progress monitoring tools, including CLASS, and planning for effective family engagement. Staff will also coordinate purchase of materials and overall technical assistance. Staff will assist with data collection and grant compliance technical assistance.

Currently, the seven (7) TRS-4 rated child care centers identified in

the proposal serve 216 students with 31 teachers of which 69% of the students are economically disadvantaged.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$106,375	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$269,197	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$33,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$20,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Total direct costs:			\$	\$	\$428,572	\$
5% indirect costs (see note):			N/A	\$	\$21,428	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$450,000	\$

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$	\$
------	--	----	----	----	----

Administrative Cost Calculation

Enter the total grant amount requested:	\$428,572
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$21,428

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director	1		\$85,000	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Proj Development Spec		.25	\$7,500	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$92,500	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay			\$	\$
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$13,875	\$
23	Subtotal substitute, extra-duty, benefits costs			\$13,875	\$
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$106,375	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 220905		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$4,500	\$
	Rental facilities for parent community outreach (6 meetings x \$750)		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$4,500	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Consultant for provider PD	\$75,000	\$
2	Legal cost to develop agreements	\$30,000	\$
3			\$
4	Evaluation services	\$16,250	\$
5			\$
6			\$
7			\$
8			\$
9		\$	\$
10			\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$121,250	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$147,947	\$
(Sum of lines a, b, and c) Grand total		\$269,197	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$33,000	\$
Grand total:		\$33,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$20,000	\$
Grand total:		\$20,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 220905				Amendment # (for amendments only):	
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total district enrollment:			87, 080		
Category	Number	Percentage	Category	Percentage	
African American	81	38%	Attendance rate	DNA%	
Hispanic	48	22%	Annual dropout rate (Gr 9-12)	DNA%	
White	61	28%	Students taking the ACT and/or SAT	DNA%	
Asian	16	7%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	150	69%	Average ACT score (number value, not a percentage)	DNA3	
Limited English proficient (LEP)	20	9%			
Disciplinary placements	DNA	DNA%			
Comments Of the 7 partner child care centers, 3 are classified private, for-profit and 4 are considered private non-profit serving currently 216 students with the potential to add teachers and classrooms under the PreK Partnership Planning Grant. 14 of the teachers have received their Child Development Associate (CDA) credential.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	19	61%	No degree	23	74%
Hispanic	4	13%	Bachelor's degree	8	26%
White	8	26%	Master's degree	0	0%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	14	45%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	11	35%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	5	16%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	1	3%	Avg. salary, over 20 years exp.	DNA	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit	X														
Private for-profit	X														
TOTAL:	216														216

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit	X														
Private for-profit	X														
TOTAL:	31														31

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Center for Transforming Lives	150369	TRS 4 Star
Child Care Associates	407108	To be TRS 4-Star
KinderCare Education	43852-747	TRS-4 Star
KinderCare Education	47261-747	TRS 4-Star
Lena Pope	1547285	TRS-4 Star
Magical Moments Daycare	1079806	TRS-4 Star
Sunrise Early Learning	862851	TRS-4 Star

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment processes, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process used by the grant development team to prioritize the needs for this project included an analysis of data from five pieces of locally developed research and associated planning tools:

1. **Fort Worth ISD's Strategic and District Improvement Plan** (approved, October 2016 FWISD Board of Trustees Meeting) that includes a priority for the expansion of quality PreK services to more students and families, a community-wide literacy initiative, called 100x25, with a collective call for action with the goal to have *all* third grade students reading on grade-level by third grade, and strategies to engage families and parents in support of their child's education. The problem in Fort Worth, FWISD Superintendent Scribner said, is that just 30 percent of third graders are reading at third-grade level. At third grade, students shift from "learning to read" to "reading to learn." The FWISD plan for PreK is aligned to the Texas School Ready provided by CLI and to the High Quality Prekindergarten Program.
2. **Growing Up in North Texas 2016, A Community Assessment of Tarrant County** produced by the North Texas Community Foundation in association with Children At Risk and Child Care Associates. The data in this document is a tool to help identify the most strategic and pressing areas for intervention, chart new paths to move Tarrant County forward in this arena, and track progress over time. In 2014, the estimated total child population in Tarrant County, in which Fort Worth ISD resides, exceeds half a million and is racially diverse with 38% White, 37% Hispanic, 17% Black and 4% Asian. 22.1% of all children in Tarrant County live below the federal poverty threshold and in Fort Worth ISD, over 75% of our students qualify for the free lunch program.
3. **A Plan for the Next One Thousand Days** locally published in March 2015 by the Educational Alignment for Young Children which provides research about infant brain research, concerns for kindergarten readiness, and the importance of reading well by grade three and how we can locally foster strategies directed toward success in school and in the life for children ages birth to 8. FWISD shared that from kindergarten through third grade, 1,400 students were "left behind" during a typical school year. Only 30% of third grade students met third grade reading proficiency last year. This data supports the need to improve how we prepare students for kindergarten.
4. **Framework for Early Childhood Success in Fort Worth and Tarrant County, Volume 1.** This analysis documented that early childhood remains a kind of "un-system" in Fort Worth, in Tarrant County, and in Texas. Surveying the available resources, the growing demand for early childhood services is outstripping our limited supply. In Tarrant County, 75,461 low-income families are eligible for assistance with child care costs, but existing funding supports just 5,846 families annually. While PreK is expanding in enrollment in our community, large numbers of 3- and 4-year olds still lack access to quality early childhood education. Tarrant County has 630 licensed child care programs and only 10% participate in the STAR system for rating quality. Many of our early childhood teachers lack the professional credentials and training critical for the delivery of quality teaching.
5. **Expanding the PreK Mixed Delivery System in Fort Worth**, Submitted to FWISD by Camp Fire First Texas, Child Care Associates and Workforce Solutions of Tarrant County, Draft 4-13-16. Building on research commissioned by Camp Fire and published as "impact of Universal Pre-Kindergarten on Community Child Care Providers in the FWISD" in December 2014. The proposed plan submitted to Fort Worth ISD is to expand FWISD's community-based preK collaborations and create a more comprehensive mixed delivery system in Fort Worth, one that gives families more high quality choices for their young children. In this proposal, the expectation is to select new partner sites in 2017-2018, hire a coordinator, prepare the sites for partnering on preK delivery, formalize collaboration agreements and MOUs and review lessons learned on current mixed delivery partnerships and make agreed-upon adjustment. The expected outcomes are to: **recruit eligible child care centers, at least seven (7) TRS 4 centers, and support their readiness for collaboration with additional TRS 3 and 2 child care centers through technical assistance, training, data sharing, and progress monitoring and mentoring.**

The research-based reports cited above are the foundation documents used to provide a systemic, community needs assessment to support the priorities put forward for funding in this request. Needs prioritization is found on Schedule #13, Part 2 **Alignment with Grant Goals and Objectives**.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Strengthen public and private systems of early care and education. <ul style="list-style-type: none"> Lack of coordination among providers and an agreed to mixed delivery model Lack of ability to leverage assets and share resources Not reaching students most in need of services Sustain private/small businesses. 	<ul style="list-style-type: none"> Work closely with the ELA and Tarrant County CCMS to continue to develop the PreK Partnership Models Hold regular meetings of ELA and engage stakeholders in planning for three-year commitment to partnering Leverage/collaborate local, state and federal resources Expand high-quality PreK without cost of building facilities; increase number of participating partners to reach more students
2.	Create a pipeline for developing early childhood professionals. <ul style="list-style-type: none"> Insufficient credentials and college preparation for teachers in private child care provider settings, lack of pay to enter field Lack of consistency of training and access to high quality training Lack of access to high quality curriculum and materials/Lack of resources to pay teachers 	<ul style="list-style-type: none"> Use CIRCLE training Use of CLASS progress monitoring tool Completion of Texas School Ready Training Program Require at least a Child Development Associate (CDA) credential for all teachers at centers Provide incentives for participation
3.	Support and sustain the collective processes, measurement reporting systems and community leadership that enable cross-section coalitions. <ul style="list-style-type: none"> Need to expand continuity and quality of PreK instruction Shared professional development on curriculum and progress monitoring Shared of CSI, CLASS and EDI data Student not ready for Kindergarten 	<ul style="list-style-type: none"> Provide for Progress Monitoring twice a year using CLASS Continue to pilot EDI as an alternative measure of assessing children for Kindergarten and providing data for establishing priorities for need across the community Support research development from outcomes of the ELA and Texas Home Visiting program for parent educators and grants to MHMR
4.	Support parents and families as their child's first teacher and best advocate. <ul style="list-style-type: none"> Lack of full-day, full-year educational services to meet the needs of low-income families Lack of affordable, high quality child care in the communities of educational disparity 	<ul style="list-style-type: none"> Provide parents with access to their children's progress monitoring reports at the completion of each regular measurement interval Give access to an array of videos of real parents conducting activities with their child as model demonstrations for parents wanting to know more about how to support their child's learning
5.	Support targeted families with health and development interventions that optimize their children's holistic development. <ul style="list-style-type: none"> Parents need support for identifying child's unique developmental needs Lack of preparation for role of parent 	<ul style="list-style-type: none"> Connect parents to existing services through FWISD Parent as Teachers and other parent education and home visiting programs and activities from HOPES III and Project LAUNCH including access to Parent Cafés and services at The Parenting Center and other district partners Provide a series of interactive tutorials for parents offering deeper understanding of child development and provide incentives

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Oversee full-time, day to day PreK Partnership Planning Grant activities and report to the Executive Director of Early Childhood and to the Executive Committee of the Early Learning Alliance (ELA). Reports quarterly to ELA Advisory Council.
2.	Consultant, Coordinator Professional Development	To provide required planning of all professional development activities including CLASS, progress monitoring, classroom management, and curriculum and instruction best practices. Anticipate hiring a consultant in this capacity.
3.	Research and Compliance Analyst	Provides for data collection, tracking and analysis of all performance measures, coordination with private child care providers for the review of quality data elements and tracking of outcomes as outlined in the evaluation plan for the project. Assigned 20% of time to project and paid from contracted services.
4.	Grant Specialist/Project Dev. Specialist	Ensures compliance with all grant guidelines and monitors use of budgets for approved items in the project plan and as outlined in the approved budget, assimilates all budget amendments and completes all required reports both interim and final with input from staff in the project office and Business and Finance. Assigned 10% of time to project.
5.	ELA Advisory Council	Serves as an advisory council to the project and will meet quarterly to review progress to performance measures, provide formative feedback and consultation to the project outcomes and continuous improvements efforts. See Attachment B for a list of members of ELA.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By the end of the planning period, at least seven (7) TRS 4 Star private providers will have a three year contractual agreement with FWISD.	1. Conduct Needs Assessment with TRS 4 Star providers	03/01/17	07/30/17
		2. Align resources to meet the needs	07/30/17	03/30/18
		3. Develop plan for professional development including CLASS	07/30/17	03/30/18
		4. Develop contract between entities	01/01/18	06/30/18
		5. Finalize agreement(s)	01/01/18	06/30/18
2.	By the end of the planning period, at least three (3) TRS 3 or 2 private providers will agree to participate in professional development plan.	1. Analyze professional development needs	03/01/17	07/30/17
		2. Determine costs and delivery model	12/30/17	03/30/18
		3. Schedule training	01/30/18	03/30/18
		4. Identify participants and incentives	02/01/18	04/30/18
		5. Delivery first of P.D. plan to local child care providers	02/01/18	06/30/18
3.	By the end of the planning period, up to ten (10) private providers will agree to use CLASS in order to improve outcomes for Kindergarten readiness.	1. Hire all staff for project	03/01/17	07/30/17
		2. Review and analyze CLASS training options	07/01/17	12/30/17
		3. Analyze needs of child care providers	01/01/18	03/01/18
		4. Determine costs and delivery model	01/01/18	03/01/18
		5. Schedule, identify participants and deliver training	04/01/18	06/30/18

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD continually monitors data related to quality PreK programming and readiness for Kindergarten. The District has aligned key strategic objectives, strategies identified for meeting the objectives, and associated measures for discerning progress towards those objectives. FWISD Grant Compliance and Monitoring department staff reports progress towards the District's goals for all departments and campuses to the Superintendent and Board of Education. As these goals are reviewed on a quarterly basis, department staff adjusts programs and resources to maintain alignment with and progress towards the District's overall goals. As part of the management plan, the key stakeholders identified, including representation from Early Learning Alliance, the private child care providers, FWISD project staff (Executive Director, Director, Coordinator, and Parent as Teacher Coordinator, Compliance Analyst and Grant Specialist) will meet regularly to review data and set corrective action as necessary.

Grant Compliance and Monitoring staff also manages the evaluation of program implementation and program impact on target populations and performance measures. As such, staff in coordination with program management and private providers obtains formative and summative feedback, also aligned with the District's key strategic goals and goals of PreK Mixed Delivery System, throughout the implementation of the program. The feedback ranges from analyzing student indicators of success (i.e. testing, EDI, CLASS, kindergarten readiness, retention, social and emotional wellness, health, etc.) to stakeholder voice (i.e. student, parent, and educator surveys, focus groups). Staff reports these data to program managers on a regular, scheduled basis, which in turn provides program managers with the information they need to inform District leadership and the community to take corrective action and make adjustments for continuous improvement toward objectives of the project by the end of the planning period.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on evaluation findings, FWISD is committed to the sustainability of gains made through the PreK Partnership Grant activities. In the past, District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. The PreK Partnership Planning Grant management team, facilitated by the Executive Director of Grants and Development, will lead the search for funding to support aspects of the project that require ongoing funding. The Chief Academic Officer will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of the project will ensure sustainability of reforms is that activities and research-based models selected are based on building capacity of **systemic** progress and growth.

Other initiatives like professional development, research and evaluation, the addition of some key staff members as well as teacher incentives, will be targeted for sustainment by future ADA, grants funds, Early Learning Alliance partners, local philanthropists, Fort Worth ISD Education Foundation, or other local foundations. The entire community is focused on the needs of early childhood education, and local foundations look for initiatives with data-proven, positive results, such as PreK Partnership and the PreK mixed delivery system in Fort Worth, to potentially fund.

Accessing ADA for the PreK students from the expansion of services to more students at the private providers will go a long way toward supporting the project financially beyond the end of the planning period. During the planning process, with these grant funds, we anticipate building capacity of these partners to support themselves through training, sharing of curriculum and instruction best practices, building systems of sharing resources and data, using CLASS, progress monitoring, and some direct resources to support their business model in order to help propel them forward to financial stability going beyond the end of the planning period.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Verify the quality and number of PreK partnerships, gather formative feedback for continuous improvement	1.	# of stakeholders' meetings (i.e. agendas, sign-in sheets, planning documents) to document fidelity in program implementation
		2.	# of partner relationships between school district, TRS 4-Star providers, teachers, and other partners, # contracts in development
		3.	# of contractual TRS4 partnerships established, analysis of timeline and program goals to measure implementation phases
2.	Identify the effectiveness of the early childhood teachers as measured by trainings offered	1.	# of teachers and caregivers receiving coaching, mentoring, and other
		2.	# of teachers and caregivers receiving P.D. (CLASS and other TBD)
		3.	# of Child Development Associate (CDA) certifications earned
3.	Monitor parents' perceptions of engagement in their child's early learning	1.	# of family members accessing tutorial videos, instructional materials, other
		2.	# of times family members review students' progress monitoring reports
		3.	# of responses and feedback to family engagement survey, focus group
4.	Measure the reporting systems central to the implementation, development, and sustainability of PreK partnership	1.	# of students participating in PreK, attendance rates, mobility rates
		2.	# of teacher observations, # focus group participants, # interviews
		3.	Conduct analysis of the program's administrative regulations to support policy, practice, and program implementation alignment and sustainability

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the frameworks for planning, implementing, and evaluating PreK approaches established by Kauerz and Coffman (2013), the intent of the FWISD PreK partnership is to establish a comprehensive assessment process that entails diagnostic, formative, and summative evaluations for all stakeholders to make data-driven decisions for continuous program improvements. The outcome goal is to increase childcare professionals' effectiveness on students' preparedness for Kindergarten as measured by the required state assessments (currently using Smarty Ants) as well as family engagement through a cross-sector approach where planning, implementation, and PreK program improvements are prioritized.

At the implementation phase the Project Director and Grants Compliance and Monitoring staff in coordination with the Early Learning Alliance (ELA) Advisory Council will develop a research logic model that identifies the key project indicators and its projected outcomes as outlined. This entails a needs assessment of # of students participating in PreK, attendance rates, student-level academic progress, mobility rates, and other demographics. An evaluation timeline outlining collection dates, and processes will also be developed with the input of stakeholders to ensure the fidelity in collecting and reporting data.

During fall 2017 and spring 2018 semesters, qualitative and quantitative research and proven data collection methods will capture childcare professionals' perceptions of professional development as monitored by CLASS, # of teachers and caregivers receiving coaching, mentoring, and professional development; # of Child Development Associate (CDA) certifications earned. Teacher observations will be conducted throughout to assess impact on children's preparedness. Teacher surveys, interviews, and/or focus groups will be conducted to evaluate their perceptions. Quarterly, the Project Director will share with stakeholders, program-level data such as program activities, enrollment and attendance numbers, and student-level academic data for program continuous improvement as well as # of partner relationships between school district, TRS 4-Star providers, teachers, and other partners, # contracts in development; # of contractual TRS4 partnerships established. The Indicators of Accomplishment outcomes listed above will be shared with the ELA Advisory Council at their regular meetings.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	--------------------------	--------------------------	--------------------------

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: